

Psychology 11 Course Outline

District Name: Abbotsford

District Numbers: 34

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Board/Authority Approval Date: April 5, 2004

Board/Authority Signature:

Course Name: Psychology

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): C+ average or better recommended

Special Training, Facilities, or Equipment Required: Regular classrooms, overhead projector, computer lab availability, TV/VCR/DVD player

Course Synopsis:

The Psychology course is designed to introduce students to the study of the behaviour and mental processes. Students are exposed to psychological principles in addition to an examination of classical experiments and often cited researchers within the field of psychology.

Rationale:

As a social science, the course content has practical applications to everyday life. Assignments encourage students to apply psychological principles to their lives outside of the classroom. Students use critical thinking skills to evaluate literature and film in assessing relevance of psychological principles. Human behaviour is very diverse. Psychology takes into account the social, cultural, and ethnic settings in which thought and behaviour takes place. Thus, the presentation of information

makes it relevant to the experiences of students, and capitalizes on those experiences to stimulate discussion, reflection, and learning. This course also compliments the Family Studies and Peer Tutoring programs.

Organizational Structure:

Unit 1	<u>Basic/Applied Research:</u> Introduction and Research Methods	12
Unit 2	<u>Developmental Psychology:</u> Conception through Childhood Adolescence through Old Age	10-15
Unit 3	Biological Foundations of Behaviour	12-14
Unit 4	States of Consciousness	8
Unit 5	Sensation and Perception	8
Unit 6	Learning	9
Unit 7	Memory	9
Optional Units	Must be covered in either Grade 11 or 12	
	<u>Personality Psychology:</u> Personality	12
	<u>Clinical Psychology:</u> Psychological Disorders and Therapies	15
	Thinking and Intelligence	6
	TOTAL HOURS	120 Hours

Note: Optional Units- these units must be covered in either grade 11 or grade 12. As programs are slightly different at each school, we have allowed flexibility in the choice of when to cover the material for these units with the understanding that it must be covered within the two courses.

Unit Descriptions:

Curriculum Outcomes: Skills and Processes

These skills are developed and applied as students proceed through the various units of the course. It is expected that students will:

- Communicate effectively in written and spoken language or other forms of expression as appropriate to the field of social science
- Demonstrate the ability to think critically, including the ability to define an issue or problem
- Develop hypotheses and supporting arguments
- Assess the reliability, currency, and objectivity of evidence
- Develop and express appropriate responses to issues or problems
- Reassess their responses to issues on the basis of opinion

- Assess the influence of the mass media on public opinion
- Develop, express, and defend a position on an issue, and explain how to put the ideas into action
- Demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others
- Respect and promote respect for the contributions of other team members
- Interact with peers confidently
- Assess the role of values, ethics, and beliefs in decision making
- Demonstrate appropriate research skills, including the ability to develop pertinent questions about a topic, issue, or situation
- Use a range of research tools and resources
- Compile information from a wide variety of print, audio, visual, and electronic sources
- Recognize connections between events and the causes, consequences, and implications
- Demonstrate awareness of the value of social and cultural education in their daily lives

Unit 1: Basic/Applied Research: Introduction and Research Methods

Overview:

This unit outlines the origins of modern psychology. It examines the different specialties within the field of Psychology, and the approaches that psychologists might use in their work, as well as careers within the field. The scientific method as it applies to social science is examined, and ethics in research are considered.

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- List the broad, thematic approaches characteristic of early psychology
- Identify the perspective psychologists adopt and evaluate how it influences their approach to their discipline
- Identify and describe several ways psychologists gather information about the problems they research
- Apply the scientific method as it relates to psychology
- Understand and apply various psychological research techniques.
- Identify several different types of jobs that are held by people with training in psychology
- Give examples of jobs that are developed from, or related to, the field of psychology
- Summarize and apply the principles of ethics to psychological research.

Unit 2: Developmental Psychology: Lifespan Development

Overview:

Issues in developmental psychology are examined throughout the lifespan, including heredity, prenatal development, children, parenting, aging, death, and

bereavement. Various theories and aspects of development are considered, such as gender roles, cognitive development, moral development, and adolescent development. Views and practices of varying cultures towards these issues are also examined.

Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Investigate issues related to human growth and development
- Discuss various research methods for studying psychological development
- Discuss the nature of temperament
- Summarize gender difference that emerge during childhood and contrast how social learning theory and gender schema theory explains development of gender roles
- Understand the impact of parenting styles on children's behaviour as they mature
- Identify the steps of Piaget's cognitive development
- Identify Kohlberg's primary levels of moral development
- Differentiate between fluid and crystallized intelligences
- Know the stages of Erikson's theory of psychosocial crises
- Discuss milestones in development for adults and late adulthood
- Identify and describe the stages of dealing with death

Unit 3: Biological Foundations of Behaviour

Overview:

This unit involves looking at human biology, and in particular the brain, and how closely our physical well-being is linked to our mental well-being. Students consider parts of the brain and how they relate to what we think and do, as well as look at left- and right- brain orientation.

Curriculum Organizer and Learning Outcomes:

It is expected that students will:

- Describe the functions of neural and hormonal systems
- Identify and describe different parts of the brain and the effect of injury
- Explain the characteristics of right-brain and left-brain orientation, and evaluate their brain orientation

Unit 4: States of Consciousness:

Overview:

Students learn what altered states of consciousness. Factors that affect consciousness are examined including: sleep and dreaming patterns, and psychoactive drugs. Students also explain stages of sleep and understand the importance of having quality sleep and that effects of sleep disorders.

Curriculum Organizer and Learning Outcomes:

It is expected that students will:

- Identify and describe altered states of consciousness
- Explain the stages of sleep and why quality sleep is important
- Identify characteristics of sleep disorders

Unit 5: Sensation and Perception:

Overview:

This unit teaches students the parts of different sensory structures and how information from our physical sense is processed and perceived. Students will learn the differences between sensation and perception as well as the organizational principles that help with understanding perception.

- Distinguish between sensation and perception
- Identify and describe the sensory structures
- Analyze how information is received through sensory structures
- Describe the organization principles that contribute to our understanding of perception

Unit 6: Learning

Overview:

Major theories of learning, classical and operant conditioning, are explored in depth, as well as a consideration of observational learning. The role that sensory and perceptual processes play is also covered in this unit.

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- Differentiate between classical, operant, and observational learning
- Evaluate how people use the principles of conditioning
- Understand the role sensory and perceptual processes play in learning

Unit 7: Memory

Overview:

Students will understand the Information Processing Model and various strategies for improving memory. Memory construction and its implications are also explored.

Curriculum Organizers and Learning Outcomes:

- Explain aspects of memory using the Information Processing Model
- Identify and apply various strategies and devices for improving memory
- Understand memory construction and its implications

Optional Units -to be covered in Grade 11 and/or Grade 12

Personality Psychology: Personality

Overview:

Analyzing personality is the focus of this unit. Genetic and environmental factors are examined as various approaches to personality theory are discussed, including Freud's Psychodynamic Perspective, the Social-Cognitive Perspective, the Humanistic Perspective, and trait perspective. Students are encouraged to assess perspectives and express their opinions about personality development.

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- Study factors that influence the changing behaviour of individuals over time
- Know what methods and tools are used to measure personality
- Identify how environmental and genetic variables are involved in determining personality
- Identify strengths and weaknesses of a variety of approaches to personality, including psychoanalytic, neo-Freudian, social-cognitive, humanistic, and trait perspectives

Clinical Psychology: Psychological Disorders and Therapies

Overview:

What is considered normal or abnormal behaviour? Examples and definitions are addressed and students research and present a variety of personality disorders and the therapies that might be used in treatment.

Curriculum Organizers and Learning Outcomes

It is expected students will:

- Understand criteria that behaviour must meet in order to be considered abnormal

- Determine and understand what tools, methods, and techniques are available to diagnose psychological disorders
- Identify symptoms and behaviours associated with a variety of disorders, including anxiety disorders, mood disorders, personality disorders, dissociative disorders, and schizophrenia
- Identify and analyze therapies for treatment of abnormal behaviour.

Thinking and Intelligence:

Overview:

History of intelligence testing, as well as the reliability, validity and standardization of tests, is discussed. Different kinds of intelligence are explored. How does heredity and environment play a role in intelligence?

Curriculum Organizers and Learning Outcomes

It is expected students will:

- Understand and describe the different ways that people think and make decisions
- Describe the basic stages of language development
- Compare the theories of intelligence and creativity
- Debate the usefulness of intelligence testing
- Analyze the principles of test construction

Instructional Component:

Instruction will take a variety of forms, including (this is not an exhaustive list):

- Direct instruction- teaching of various concepts and theories
- Brainstorming- for idea generation and also as a way to assess prior knowledge
- Group work-when studying advertising techniques, during projects and experiments
- Group presentations- when studying Abnormal Psychology
- Analysis of case studies- when looking at research techniques and learning styles, Feral Children, The Case of the Genie
- Consideration and evaluation of commercially produced articles and videos
- Observations- optical illusions
- Interviews- when studying Adolescent Development
- Individual and group research: research papers , presentations on Altered States of Consciousness
- Demonstrations: when studying childhood development
- Experiments: Weber's Law, jelly bean lab for the interaction of taste and smell, classical conditioning of peers (raise heartbeat by tapping a pencil)
- Individual and group presentations: for project based work

Assessment Component:

Formative: Continuous throughout the course, peer and student feedback, teacher feedback on projects, research, and class activities. During brainstorming sessions and class discussions, teachers use feedback to instruct and inform.

Summative:	Participation in class discussions and group activities	10-20%
	Written or oral assignments, experiments Group or individual projects, peer and self-Evaluations, research projects, quizzes, tests	50-60%
	Unit exams	<u>30-40%</u>
	TOTAL	100%

Note: A major research essay may be used as a summative assessment in place of a final exam. A comprehensive mid-term and final exam may also be given in some schools.

Learning Resources:

(Different schools may use different textbooks; the ones currently in use in SD 34 are listed below.)

Blair-Broeker and Ernst (2003) Thinking about Psychology, Worth Publishers: New York..

Myers, D.G. (2007). Psychology: First Canadian edition. Worth Publishers: New York.

APA Reader: Reich, Bulatao, VanderBos & Farberman (Eds.) APA (2007). Close up on psychology: Supplemental readings from the APA Monitor. APA: Washington, D.C.

Glencoe (2008) Understanding Psychology: Student Edition. McGraw-Hill

PsychSim and Worth Publishers Online Resources.

McMahon, McMahon, and Romano. Psychology and You, 2nd Edition.
Student workbooks

Video/DVD resources, including 4-video set produced by Scientific American with clips relating to various topics in the course.

Commercially produced videos which relate directly to course content i.e. Fly-away Home for child/parent bonding and imprinting, A Beautiful Mind for Abnormal Psychology.

Various Internet Sites

Article Collection

Additional Information:

Active classroom participation and an extensive amount of reading and writing are required for this course.

At ATSS, this course, along with Psychology 12, are pre-requisites to AP Psychology.

It is recommended that students take both Psychology 11 and 12 consecutively.